



# NOWER HILL HIGH SCHOOL



## GENERAL INFORMATION FOR APPLICANTS 2018/19

# CONTENTS

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	<u>Page</u>
Introduction	3 - 6
School Mission Statement	7
School DNA	8
A Brief History of the School	9
Examination Results 2018	10
Ofsted Inspection 2012	11
Student Support - Organisation	11
Equal Opportunities Policy	12
School Facilities	12
Using ICT to Enhance Teaching and Learning	13
Support for New Colleagues	14
Opportunities for Development	15
Staffing Structures	16
School Day	16
2018/2019 Curriculum	17
Teaching and Learning Policy	18 - 19
Curriculum Statement	20
Safeguarding Policy	21 - 28
Summary Guidance for School Staff Regarding Child Protection Referrals	29 - 32



## INTRODUCTION

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Dear Colleague,

Thank you very much for showing an interest in starting or furthering your career at Nower Hill High School. We would love to meet you and explore the prospect of you joining us.

We very much hope that what you read this booklet inspires you to want to apply for the position and that the features of our school listed below serve to whet your appetite. We offer:

- A dynamic place to work
- A diverse, ambitious and inspirational student body
- A highly skilled, professional and inspirational staff
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Excellent facilities
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Free fitness suite membership
- Staff well-being service (Education Support Partnership's Employee Assistance Programme)
- Free annual flu vaccinations
- Excellent student support systems
- A programme of staff social events
- A very supportive Senior Leadership Team
- Competitive London pay scales
- Excellent holidays
- Generous pension scheme
- The option of a school place for children of staff
- A very supportive Governing Body
- A thriving extra-curricular activities and trips programme
- On site catering facilities and outlets
- Excellent public transport links
- Local shops within walking distance
- An Ofsted rating of 'Outstanding' in all 5 categories
- Over 1400 applications for a school place in Year 7.

Nower Hill is a happy, hardworking school. We are here to ensure that every student achieves and experiences as much as possible during their journey with us. We want our students to enjoy their education so that they value learning and can look back in later years with warmth and fondness on their time at Nower Hill. We strive to ensure our students are as well prepared as possible for the next stage in their life; articulate, ambitious young people with the strength of character and the confidence to compete in a highly competitive world.

We demand and achieve high standards in all areas of school life within a disciplined, secure, caring and stimulating environment. We value and praise the successes of our students and staff. The school is held in high esteem by the local community and, as a consequence, is very popular and heavily oversubscribed. Alongside academic excellence, we place a strong emphasis on impeccable manners, articulate oracy, excellent behaviour, smartness of appearance, hard work and kindness.

Our 250 teaching and support staff are a pleasure to work with. They are highly skilled, professional and inspirational. Candidates visiting the school invariably comment on how welcoming and friendly they find the school during their day with us and new members of staff are well supported by their colleagues, making transition to their new environment that much easier. Team spirit is high, whether that be faculty teams, year teams of tutors, Education Support Staff teams, the Senior Leadership Team or the whole staff team.

Hear what some of our recently appointed staff have to say about working here:

**Halima, Science Newly Qualified Teacher**

"I was welcomed at NHHS as a trainee teacher and was amazed at the level of support I received on my journey to becoming a qualified teacher. When it came to finding a job as an NQT, NHHS was my obvious first choice. The staff are very supportive and always willing to help and the regular CPD opportunities that the school provides have ensured my ongoing development as a teacher. Good practice and teaching ideas are always shared and collaboration between faculties is encouraged and this all helps with developing further as a teacher. The school also provides many opportunities to get involved with extracurricular activities and all aspects of school life. The students are very hard-working, enthusiastic and keen to learn which creates a very positive learning environment and makes them a pleasure to teach."

**Cathie, Assistant Headteacher**

"The decision to apply to Nower Hill High School two years ago was not a difficult one. I was immediately impressed with the structure and organisation of the school before I came for interview and then when I was shown around the school by the most delightful year 11s, I knew I wanted the job. The students were incredibly proud of their diverse community and were very respectful of each other and staff. Since then I have enjoyed the challenge of leading a large department where collaboration is at the heart of everything we do and have recently been promoted to Assistant Headteacher on the Senior Leadership Team. I have no hesitation in stating that the range, quality and quantity of CPD offered is unrivalled and the focus on leadership training at all levels is impressive. Nower Hill is an outstanding place to develop as a professional."

**Miles, Faculty Teaching & Learning Assistant (FTLA)**

"Having worked at Nower Hill for two years as an FTLA, I can honestly say that I have always felt supported and valued in all my endeavours. The department I was assigned to have always been incredibly helpful and friendly, allowing me to observe them when free to enhance my own skills and gain new ideas for my prospective teaching career, as well as providing me with useful feedback on my own teaching. The students are all incredibly intelligent, well-mannered and really just a pleasure to teach. Without a doubt, I can honestly say that Nower Hill cemented and increased my desire to pursue my dream of becoming a Drama teacher and I cannot thank the staff whom I have worked with enough for all the support, advice and good times over the last two years."

**Dmitry, Humanities Teacher**

"As much as Nower Hill may seem like an intimidating place to walk into for the first time due to its large size, those feelings certainly do not last long as you see how great a school it really is. The environment created by the friendly, polite and courteous student population as well as the warm welcomes I received by staff upon my initial arrival made it such an easy place to feel as an important part of a community based on academic excellence. I still find myself impressed when I realise how many students and staff there actually are at the school because of the tight-knit sense of community that has been created here. Teaching at Nower Hill has been an absolute pleasure as the staff have been more than willing to share and plan helpful and innovative resources together, while the students are keen and eager to learn in lessons."

**Zoe, Head of Science**

"I was encouraged to apply for the role at Nower Hill High School by the enthusiasm with which a former colleague discussed the school and its ethos. Even before I took up my role I was given a great and very friendly welcome and the right amount of information to ensure that I could start in September without feeling overwhelmed. It was immediately obvious that the students are at the heart of every decision that is made within the school. Students have a thirst and enthusiasm for learning which is deliberately nurtured by

teaching and support staff alike. The pride that students have for their school and achievements shines through in their words and actions.

The department is hard working, enthusiastic and innovative. They have made me feel very welcome and have offered support as I became familiar with the school. This support, along with a comprehensive CPD programme, ensured that I felt that I settled into my new role very quickly. It was not an easy decision to move on from a school where I was very happy but the move and additional responsibility, along with the support I have been given, has allowed me to develop as a teacher and leader."

**Reema, Teaching Assistant**

"I was encouraged to apply for the role at NHHS by a colleague soon after completing my MSc due to its ethos and outstanding rating by OFSTED. Coming from a background with experience of only working with primary school children, the decision of moving onto a secondary school was a very difficult one to make. However, it's one that I haven't looked back on as working at NHHS has been a very positive experience. The Inclusion faculty strives towards equal classroom opportunities and adopts a "no excuses" approach. The Inclusion team has very welcoming, friendly and professional staff that all support each other to ensure that together we provide the students with the best support possible. My experience at NHHS has given me great confidence and developed my understanding of working with SEN students of different needs and backgrounds. As an aspiring Educational Psychologist, the CPD and training delivered at Nower Hill is really helping me achieve my goal."

**Aisling, Art Newly Qualified Teacher**

"Joining Nower Hill School as an NQT I was made very welcome by my department. The teachers are very enthusiastic and always work as a team, offering me support and guidance. What I noticed most about Nower Hill pupils was how proud they were of the school. I saw how much they genuinely enjoyed their lessons; they are wonderful pupils to teach."

**David, English Teacher**

"Having come from a relatively small school I was concerned about working in a much larger school. However, I quickly realised the benefits of working in a large school. In a department of 17 English teachers there is a wealth of knowledge and experience to access. Working collaboratively and sharing resources with such a big group meant my own work load, in terms of planning and preparing lessons, was significantly reduced. I have also found that the students have an overwhelmingly positive attitude to their learning. Sanctions are rare and have immediate impact. Despite its size; there is a distinct feeling of community at Nower Hill and I feel welcome and supported. "

**Sonia, UQT**

As a recent graduate, I was looking for experience within the education sector. Working as a Teaching Assistant gave me the opportunity to use the skills that I had gained through education and apply it to my work. With the numerous opportunities provided by Nower Hill, I was able to progress from being a Teaching Assistant to a Specialist Teaching Assistant working within the alternative curriculum. Through the use of CPD and experience, I was then able to get a job as a UQT. I am confident that with the new skills that I have gained in the past three years, I would be able to successfully secure a place on a teaching programme.

**Amna, Science teacher and STEM Co-ordinator**

"Since starting in September, I have been made to feel incredibly welcome at Nower Hill High School. The induction programme, which was well structured and supportive, facilitated my transition into the school greatly. I was overwhelmed with how helpful and supportive the staff are; with my questions being answered before I was able to voice them. The department always made me feel comfortable to ask questions, offered their own time to guide me through the school systems, and ensured I was aware that a support system was in place. This was the first job change I had made since my PGCE training, and I had heard such transitions can be stressful. I am incredibly lucky to have experienced the move to Nower Hill, as staff ensured that this was an exciting period rather than a stressful one! Nower Hill is a lovely place to work, where staff work hard to build an environment conducive to learning. Students at Nower Hill are appreciative of these efforts, as is obvious

by their positive attitude to learning. It is honestly my complete honour to be a part of the Nower Hill community.”

**Sajid, teacher of Philosophy, Religion and Ethics**

“Joining the Nower Hill community has been a very positive experience for my career in teaching. The school has an excellent induction programme for new teachers and you will find a very supportive environment with welcoming friendly staff, willing to care for your development. CPD at Nower Hill is personalised to allow teachers to develop their own teaching interests which will benefit both you and your department and faculty. Our students are joyful to teach. I have found that they are polite, well-mannered and in lessons enthusiastic, focussed and motivated towards success. “

**Nagela, Teaching Assistant**

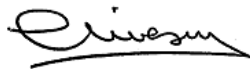
“Being a Teaching Assistant at Nower Hill has been a great experience. My goal is to become a counsellor for young adults and so after I graduated in Psychology and Sociology I thought that becoming a TA would give me more one-on-one experiences with the children before I begin to helping children with their personal difficulties. Since having this job, I have been given the opportunity to work with children and teachers in different subjects and year groups. I have also been doing 1:1 teaching sessions with a student which has helped me gain more insight on one particular student and her needs. You also get the opportunity to have CPD sessions with all the teaching and support staff which I personally found very useful. The school is constantly encouraging you to learn new skills, and to refresh and build on the skills you already have.”

**Chris, Assistant Headteacher**

“Immediately upon joining the school I noticed how much the staff here enjoy their jobs and want to challenge themselves to be the best. The desire to deliver a world-class education is the single most important motivating factor amongst the staff and their professionalism and dedication make the school outstanding. The importance placed on staff wellbeing at meetings of the Senior Leadership Team has really impressed me: just one example is that there is no period 6 on the day of a Parents’ Evening and a late start the next morning. The school is quick to embrace new ideas and new technologies (for example, all members of staff are issued with a tablet computer and students are issued with Learnpads) and paid honoraria give staff the chance to research and experiment with the latest pedagogy. Clear systems and support structures inspire confidence and make it easy to concentrate on the business of teaching and learning whilst the friendly, caring atmosphere makes it a very rewarding and enjoyable place to work. “

I hope that you find this booklet helpful.

I look forward to hearing from you.



**CHRIS LIVESEY**  
Headteacher

## MISSION

Nower Hill High School exists to enhance the future life chances and opportunities of **all** our students, whatever their starting point, by providing a centre of educational excellence at the heart of our community in which all our students can fulfil their potential. We aspire to be a world class school developing world class students.

## AIM

Our **aim** is to realise our mission by a relentless focus on the development of highly literate, articulate, numerate, resilient and confident students who are equipped with the ambition, qualities and qualifications necessary to compete in the 21<sup>st</sup> century global economy.

## VALUES

We will develop all our students better if we **value** and emphasise the importance of:

### Impeccable manners

Honesty  
The appreciation of diversity

### Articulate oracy

Knowledge  
Literacy and numeracy  
Creativity

### Excellent behaviour

Self-discipline  
High self-esteem and self-respect  
Integrity

### Hard work

A can-do attitude to overcome adversity  
Resilience  
An enjoyment of learning

### Smartness of appearance

Personal pride  
A healthy lifestyle

### Kindness

Empathy  
Respect  
Teamwork

## OBJECTIVES (a commitment to the achievement of specific, measurable, observable or demonstrable results)

We will meet the challenges ahead and achieve our mission by having very high expectations and standards and working hard to deliver the following **objectives**:

- A school wide emphasis on articulate oracy
- Engaging and challenging lessons
- High levels of numeracy and literacy
- High quality and very hard-working staff
- A curriculum of breadth, depth and opportunity
- Access to cutting edge technology
- Support for the well-being of students and staff
- Targeted under-achieving groups
- A well-disciplined and safe school
- High quality Student Support
- Celebration of achievement and success
- Strong and collaborative leadership
- Systematic monitoring , review and evaluation
- A supportive and challenging Governing Body
- High quality professional development
- Excellent facilities
- Future financial sustainability
- Strong partnerships with home, the community and other schools
- Thriving outside hours activities
- An exemplary reputation
- The school of choice for our community



## Our DNA

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- We know where we are going – we are very clear about our future direction of travel
- We work on this together
- We have a 'Can Do' approach
- We embrace change positively - we innovate to meet the needs of our staff and students
- We have the highest expectations of every member of staff, every student and every parent
- We are a big school but we make sure individuals are cared for and valued
- We are inclusive; we want everyone to belong and we value diversity
- We place a strong emphasis on impeccable manners, articulate oracy, excellent behaviour, smartness of appearance, hard work and kindness
- We understand that our students must compete and we aim to equip them for that
- We are characterised by pace, purpose, passion, support and challenge
- We enjoy school, and are proud of being a part of Nower Hill High School
- We consider staff development an essential ingredient for the success of the school
- We celebrate our successes and achievements
- We are a 21st Century school with our feet firmly rooted in the timeless qualities of outstanding schools
- We have a commitment to improve on our previous best
- We are determined to provide a centre of all round educational excellence for the community.



## A BRIEF HISTORY OF THE SCHOOL

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The school, then known as Headstone Council School, started life on April 8<sup>th</sup> 1929 under the headship of Mr C.J Boyden and 6 teachers. At the cost of £15,000 the red brick building in Pinner Road had been newly built to educate 292 five to fourteen year olds (average class size of 50). The school soon expanded to meet the ever growing number of children resident in the rapidly expanding North Harrow and Pinner (Pinner grew from a population of 9,462 in 1921 to 24,500 in 1931), class sizes reaching the sixties and never less than the fifties. The Second World War interrupted the education of many young people. Many of the male teachers were called up for military service and the playing field was dug up for trenches and air raid shelters. The children attended on only every 3<sup>rd</sup> day and lessons were constantly disrupted by air raid sirens (1227 alerts in total). The girls were expected to have knitting with them at all times to occupy them during their frequent visits to the air raid shelters. The threat was very real. Among many bombs landing in the vicinity, in 1944 a V2 rocket landed in the cemetery behind the school. School uniform was first introduced in 1946 and the Navy blue blazer for the boys remains to this day (although the silver tassel on the girls' navy blue berets has gone!).

In the late 1950s a new school building was planned which opened in the early 1960s. Another block was added in 1972 and further buildings were taken into use in 1978. Nower Hill High School came into existence on 1<sup>st</sup> September 1974. 1993/94 saw the start of a £2.75 million development programme, which included a new 13 classroom block and the Gristwood Centre housing Music, Dance and Drama studios, a fitness suite and the sports hall. More recently all Science laboratories have been refurbished and a brand new suite of arts rooms has been developed. Every teaching room has an interactive whiteboard and digital projector and sets of tablet computers are now available to every faculty for use in classrooms.

The school first admitted 6<sup>th</sup> Form students in September 2006 and in September 2009 we moved into our £4 million 6<sup>th</sup> Form extension, housing first class facilities for our large and growing 6<sup>th</sup> Form. Our facilities were further enhanced in September 2010, by the addition of a block of 5 Science laboratories (giving us a total of 16) and a 13 classroom English teaching block as we welcomed Year 7 into the school for the first time since it had become Nower Hill High School. More recently the school has benefitted from a newly designed front of school along George V Avenue. We are now a school of nearly 1950 students.

Much has changed in the last 89 years but I am pleased to say that the sentiment expressed in the words written by the very first headteacher in his school log, dated May 24<sup>th</sup> 1929, remain true to this day. Mr Boyden wrote "I would like to place on record the excellent work of the staff and the exceedingly successful results of their efforts". We are a forward looking and innovative school rooted in the timeless qualities and traditions of excellent schools.

Throughout its 89 year history, the school has had only 7 Headteachers:

Mr C.J. Boyden	(1929-43)
Mr A.W. Manson	(1943-63)
Mr E.J.R. Dey	(1963-69)
Mr F.R.H. Gristwood	(1969-83)
Mr S.P. Hensby	(1983-99)
Mr H. Freed	(2000-2013)
Mr C.J. Livesey	(2013 to date)

## EXAMINATION RESULTS 2018

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Nower Hill is well known for its high academic standards; this is a priority for us and our track record is one of success and improvement.

This summer (2018) at GCSE 75% of students achieved a 9-4 (A\*-C equivalent) in English and Math. 29% of all grades were A\*/A or 9-7 and 79% of all grades were A\*-C or 9-4. Our Progress 8 score was 0.41, which puts us in the top 18% of schools based on last year's thresholds.

35 of our students achieved 9 or more grades at A\*, A or 9-7 at GCSE.

At A-level 64% of all grades were at A\*-B, with 33% at A or A\*. These results gave us an ALPS score of 2, putting us in the top 10% of schools nationally. Our DfE Progress score for A-level in 2017 was 0.3 which places us in the top 4% of 2,700 schools and colleges nationally. 92% of Year 13 students have obtained a place at their University of choice.

## OFSTED INSPECTION 2012

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- All groups of students make outstanding progress.
- The 6<sup>th</sup> Form is outstanding.
- Teaching across the school is never less than consistently good and much is outstanding, leading to outstanding achievement.
- Teachers' high quality planning meets students' different academic and personal development needs well.
- Teachers have very high expectations and use their excellent subject knowledge to support students in preparing for external examinations.
- Students' behaviour over time in lessons and around school is excellent.
- Students have very positive attitudes to their learning.
- Students demonstrate high levels of respect for one another and their teachers.
- Students overwhelmingly agree that the school is a safe place to be and that the school is vigilant in ensuring their safety in school as well as outside of the school.
- Parents and carers are rightly overwhelmingly confident that their children are safe at all times.
- The school provides an orderly, welcoming environment, entirely conducive to learning.
- The Headteacher and school leaders are uncompromising and relentless in their pursuit of excellence in all aspects of the school's work.
- The leadership of teaching and learning and of professional development generally are exceptional.
- The vision, drive and clear sense of purpose of the senior team permeate the school.
- The ambitious drive has resulted in a culture of continuous improvement in which boundaries are being continually raised, resulting in a school with a strong track record of continuous improvement.
- Strong accountability and professional support are well balanced with extensive opportunities for staff professional development.
- Governance is excellent.
- The highly effective curriculum ensures that students' needs and interests are met extremely well.
- Enrichment opportunities are extensive.
- Students are very proud of, and committed to, their multi-cultural school community.

## STUDENT SUPPORT - ORGANISATION

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The school is divided into Year Groups of 300 students from Years 9 to 11, with 324 in the current Year 7 and 8. Each Year Group has twelve tutor groups of 25/27 students each. Two Year Co-ordinators work together in every Year Group, each leading and managing half of the Year Group (150/162 students) and 6 Form Tutors. Our 6<sup>th</sup> Form has 390 students in 18 Tutor Groups. Student Support is led and managed by the Deputy Headteacher, Student Support, assisted by 5 Assistant Headteachers.

The Student Support Team works closely with parents/carers, Heads of Faculty/Department, the Headteacher and various external agencies. We aim to promote all round student achievement and help students feel that they are individuals who matter in a large school.

Our House system is well embedded in the school with regular House assemblies and House competitions with House leadership being provided by student Heads of House. The six houses are Bannister, Franklin, Gandhi, King, Nightingale and Shabazz.

# **EQUAL OPPORTUNITIES POLICY**

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At Nower Hill we have the following guiding principles:

1. Equality of opportunity pervades all aspects of school life: it should be fundamental to and reflected in all decisions and actions taken within the school community.
2. Equality of opportunity is about recognising all individual abilities and differences and respecting individuals' rights. It is not about treating everyone the same.
3. All members of the community have a responsibility for promoting respect and support.
4. It is the entitlement of all students to have equal access to the full curriculum provided.
5. The curriculum offered should encourage sensitivity to the needs and feelings of others and raise students' awareness of the diversity and inequalities of the society in which they live.
6. While staff should encourage students to think for themselves by critically analysing and evaluating evidence and information, students should help themselves and others make informed judgements and challenge prejudice.

Any behaviour which undervalues a person for reasons such as culture, ethnic origin, appearance, religion, gender, sexuality, age or ability is unacceptable.

## **SCHOOL FACILITIES**

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We believe that it is essential to provide an up to date, high quality learning and working environment at Nower Hill. To that end we make it a priority to commit considerable investment to our facilities and environment.

Each faculty is suited, including teachers having their own classroom for their teaching. Every teacher is provided with a tablet computer and all classrooms have a PC, digital projector and an interactive whiteboard. There is a team room in every faculty area with desktop PCs for staff use.

Specialist areas are also modern and high quality. There are class sets of tablets for every faculty which are available for all teachers to use and there are over 600 computers on our network. We have a superb Drama, Dance, Music and PE complex and a first class suite of Art rooms. There are specialised ICT rooms for Art, Music and Media Studies housing modern computers with the latest professional standard software. A climbing wall has been built in the sports hall to further expand opportunities in PE. The school enjoys the benefits of a state of the art all-weather sports field.

We have a modern, well equipped Library and Learning Resources Centre complete with 30 PCs, a large school hall with excellent lighting and sound facilities and a modern dining area.

The recent additions to our site are a superb 6<sup>th</sup> Form Centre, a first class English teaching block (13 classrooms), an additional block of 5 state of the art Science labs (making a total of 16 Science labs) and an excellent Fitness Suite which is free for students and staff to use. The school site and buildings are well looked after with £4m being spent on new roofs, windows and toilet blocks over the last three years.



***Nower Hill  
High School,  
6<sup>th</sup> Form  
building***

## USING ICT TO ENHANCE TEACHING AND LEARNING

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At NHHS we consider ourselves to be an e-confident school. Information and Communication Technology plays an important role in the way we teach, learn, administer and manage, as a key tool to make all of the above more effective and efficient. All our classrooms are equipped with data projectors and Promethean Interactive Whiteboards. Each teacher has a classroom PC and a personal tablet. The entire network consists of over 600 computers and is both wired and wireless, using the very latest wireless infrastructure technology. ICT is widely and effectively used in teaching and learning. There are also 15 sets of 16 tablets which can be used by all teachers. These are used in lessons as an effective tool to enhance teaching and learning. The tablets give access to the internet and a wide range of educational apps.



All staff have access to SIMS.net and its use is an essential part of the way we work at NHHS. Lesson registration is taken in SIMS.net and we use the facility to track aspects of student behaviour lesson by lesson. All teachers will find their class lists inside Assessment Manager complete with a comprehensive range of prior attainment and baseline data and associated targets to inform their work with the students. All termly tracking and end of year reporting is done electronically in SIMS.net. Our e-mail system is well developed and indispensable to the way we work. Staff have access to SIMS, email and the school network from home. We use the InTouch facility in SIMS to communicate routinely with parents via email and text. We have a very well developed and well established Managed Learning Environment. Fronter facilitates anytime, anywhere learning for our students, supporting and enhancing what we do with them face to face in school. Show My Homework was introduced in 2015 and is used to share detailed instructions for all homework. This can be accessed by students and parents from any web enabled device. Each week around 1,000 homeworks are issued on Show My Homework. MINTclass was introduced in September 2017, supporting teachers to develop seating plans based on easily accessible student information. It is also being used to share seating plans and teaching strategies.

## SUPPORT FOR NEW COLLEAGUES

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At Nower Hill we are committed to helping new colleagues feel welcome in the school. We give as much support as is needed to help new colleagues settle in.

Every colleague receives support from their faculty/department and year team. Over and above this we have two separate induction programmes for new teachers.

- I a) An Induction Day for all new teaching staff in July, prior to the start of the new academic year, which includes:
  - our Culture for Learning 'The Nower Hill Way'
  - excellent teaching at Nower Hill
  - how we provide support for all
  - our Assessment, Recording and Reporting systems
  - our student support system and ethos for behaviour management
  - school approach to Inclusion
  - meeting colleagues within the faculty
  - day to day running of the school.
- b) An informal meeting at the end of the first full week back with the Senior Team and training on procedure for emergency evacuations, SIMS, Fronter (our MLE system), MintClass, Show My Homework and use of Interactive Whiteboards within the first month of the new academic year.

### II Induction Programme for NQTs

All NQTs who obtain QTS after May 1999 have to complete an induction period, which generally lasts three school terms, before they are fully qualified.

Julie Wilkinson, Assistant Headteacher and Induction Tutor, leads the programme prepared for this period. The school based programme includes:

- an intensive initial induction programme in July for which payment will be made;
- regular meetings with a subject mentor focusing on target setting;
- half-termly twilight group sessions organised by the Induction Tutor during which all NQTs are given the opportunity to meet and work together on specific topics to help meet Teaching Standards;
- regular half termly learning observations and time for detailed post-observation discussion with both subject mentor and induction tutor;
- regular observations of other teaching staff both within and outside the faculty;
- inclusion in our bespoke teaching and learning programme 'Extend and Enhance your Teaching and Learning Skills'.



## **OPPORTUNITIES PROVIDED IN HOUSE AT NOWER HILL IN 2018/2019 FOR TEACHERS TO DEVELOP THEIR PROFESSIONAL SKILLS**

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In addition to opportunities provided during whole school inset days and regular faculty and student support meetings, the following are currently available to support the development of all teachers, some of which are provided by Harrow Collegiate Teaching School Alliance (HCTSA) and thus open to colleagues from other schools in the Alliance.

- Aspiring to Headship Programme
- Aspiring Deputy Headteacher Programme
- New to Senior Leadership Programme
- Aspiring to Senior Leadership Programme
- Aspiring Pastoral Middle Leadership Programme
- National Award for Middle Leaders
- Post NQT pre Leadership Programme (remove)
- Year 2 Teachers' Development Programme
- Developing Great Teaching
- First Steps to Curriculum Middle Leadership
- Ready for Curriculum Middle Leadership
- Developing Memory and Mastery (remove but add instead Ensuring Achievement in Linear Examinations)
- Teaching Assistant Professional Development
- EAL Programme
- SEND in the Classroom Programme
- Literacy Programme
- Women into Leadership Programme
- Timetabling Programme
- Ready to Teach
- Mindfulness
- Extend and Enhance your Teaching and Learning Skills
- Extend and Enhance your Leadership and Management Skills
- Safeguarding Update Session
- Bespoke Coaching and Mentoring
- Developing Yourself and Managing Others Programme
- Senior Support Staff Leadership Programme
- Ensuring Achievement in Linear Examination Programme
- SALT (Speech and Language Therapist Support)
- NQT Induction Programme
- Training for NQT Mentors
- Training for ITT Mentors
- Fronter Development Training
- ICT (SIMS, interactive whiteboard training etc.) Training
- Observing other teachers' lessons
- Medical training including First Aid courses
- External Training



## **STAFFING STRUCTURE – SENIOR LEADERSHIP, MIDDLE LEADERSHIP AND TEACHING**

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Headteacher

2 Deputy Headteachers

7 Assistant Headteachers

10 Year Co-ordinators (Y7-Y11)

2 Heads of Year (Y12-Y13)

10 Heads of Faculty

## **SCHOOL DAY**

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08.45 – 09.10 Registration/Assembly

09.10 – 10.00 Period 1

10.00 – 10.50 Period 2

10.50 – 11.10 Break

11.10 – 12.00 Period 3

12.00 – 12.50 Period 4

12.50 – 13.35 Lunch

13.35 – 14.25 Period 5

14.25 – 15.15 Period 6

KEY STAGE 3 (Years 7 and 8)		
<ul style="list-style-type: none"> <li>Maths</li> <li>English</li> <li>Science</li> <li>PE</li> <li>History</li> <li>Geography</li> <li>French*</li> <li>Spanish*</li> <li>German (Y8 only)*</li> <li>Latin (Y8 only)*</li> </ul> <p>*Students choose 2 of the 4 languages in Y8 *All students study French in Year 7</p>		<ul style="list-style-type: none"> <li>DT (Food Technology, Resistant Materials and Textiles)</li> <li>Computer Studies</li> <li>Oracy (Y7 only)</li> <li>Classics (Y7 only)</li> <li>Music</li> <li>Art</li> <li>Drama</li> <li>Citizenship</li> <li>Philosophy, Religion and Ethics</li> </ul>
KEY STAGE 4 (Years 9, 10 and 11)		
<ul style="list-style-type: none"> <li>English (4 periods in Y9 and 10, 5 periods in Y11)</li> <li>Maths (4 periods)</li> <li>Science (6 periods – up to 3 science GCSEs)</li> </ul>	<ul style="list-style-type: none"> <li>PE (2 periods)</li> <li>PRE (1 period)</li> <li>Citizenship/PSHE (1 period in Y9 and 10)</li> </ul>	
Plus 4 options (3 periods each) from:		
<div> <div> <p>↓</p> <p><b>Arts Faculty:</b> Drama Dance (Extra-curricular) Fine Art Graphic Design Media Studies Music Music Technology</p> <p><b>Humanities Faculty:</b> Geography History Philosophy, Religion &amp; Ethics</p> </div> <div> <p>↓</p> <p><b>Languages Faculty:</b> French German Spanish Latin Classical Civilisation (Extra-curricular) Ancient History Ancient Greek (Extra-curricular) Mandarin (Extra-curricular)</p> <p><b>Social &amp; Economic Studies Faculty:</b> Business Studies Citizenship BTEC Child Learning</p> <p><b>Sports Studies Faculty:</b> GCSE PE</p> </div> <div> <p>↓</p> <p><b>Technology Faculty:</b> Cooking &amp; Nutrition Resistant Materials Technology Textiles Technology BTEC Hospitality &amp; Catering (GCSE until 2018)</p> <p><b>Computing Faculty</b> IT Computing</p> <p><b>By invitation:</b> Curriculum Support Curriculum Enrichment College Placements Astronomy</p> </div> </div>		
6 <sup>TH</sup> FORM		
<p><b>A LEVELS AT NOWER HILL:</b></p> <p>Art (Fine) Art &amp; Design (Graphic Communication) Biology Business Studies Chemistry Citizenship Classical Civilisation Computing Dance Drama &amp; Theatre Studies Economics English Language &amp; Literature English Literature French Further Mathematics Geography Government &amp; Politics History ICT Latin Law Mathematics</p>		<p>Media Studies Music Music Technology Philosophy, Religion and Ethics Photography Physics Psychology Sociology Spanish Extended Project Qualification</p> <p><b>A LEVELS TAKEN AS 'AWAY' SUBJECTS WITHIN HARROW COLLEGIATE:</b> German (Hatch End High School) Graphic Product Design (Rooks Heath College) PE (Whitmore High School)</p>

## EXCELLENT TEACHING AT NOWER HILL

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*There are many ways in which excellent teaching can be delivered and at Nower Hill we celebrate creativity and diversity in the classroom. All excellent teaching demonstrates some common features which include the following:*

- Teachers have a **deep knowledge** of their subject and the curriculum; their **passion** and **enthusiasm** inspire engagement and curiosity.
- Teacher **explanations** and **modelling** are well timed, **clear** and **precise**.
- Teachers have consistent and **high expectations** of every student in both learning and behaviour at all times.
- Teachers promote high standards of literacy, numeracy and **articulacy**.
- Lessons are carefully planned with the **clear purpose** of developing students' mastery of the subject. Lessons are taught in a **flexible** way which responds to the challenges students face, linking clearly to prior and future learning.
- Teachers know their classes well. **Positive relationships** are built with each student; students feel confident taking risks in their learning.
- **Questioning** is used with **skill** and **precision**; students articulate their knowledge, opinions and ideas, so developing the understanding of all in the class.
- A range of assessment methods is used appropriately providing **developmental** information to both the student and teacher.
- Feedback, both verbal and written, directs students to improve. Specific and **genuine praise** is used to highlight the knowledge and skills students develop and demonstrate.
- Resources, including use of emerging technology, make a marked contribution to the quality of learning, as does the **precisely targeted support** provided by teachers and other adults.

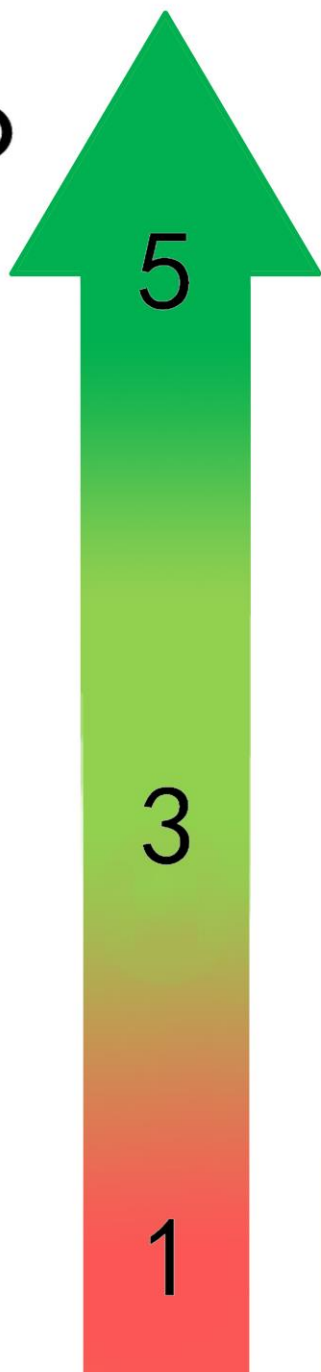
Teachers at Nower Hill take risks in their teaching in order to challenge student thinking and maintain engagement. They understand the value of honest and evaluative reflection and use it to improve practice both individually and collectively with other teachers, so that students make **excellent progress**.



# Nower Hill High School

## Students at Nower Hill:

### Commitment to Learning



Show enthusiasm and curiosity for the subject. Actively seek to extend knowledge and understanding by asking pertinent questions and finding connections between the topics being studied and what has been learned elsewhere.

Have high expectations of themselves. Are prepared to make mistakes and reflect on them, responding to feedback in a positive and meaningful way.

Persevere when challenged using the resources available to them, including the teacher.

Show commitment to learning which meets Nower Hill's expected high standard by willingly participating in all parts of the lesson and completing all tasks to the best of their ability, responding to feedback given.

Are organised and bring all the equipment required to participate successfully in lessons. Concentrate on the work in hand; as a result they are always on task.

Show commitment to learning which is consistently below Nower Hill's high expectations.

# NOWER HILL HIGH SCHOOL

## CURRICULUM STATEMENT



### Purpose:

Our deep, broad and balanced curriculum with extensive extracurricular opportunities has been designed to develop **knowledgeable, confident and articulate** young people who have the **character** to impress and compete. The curriculum places a high emphasis on **literacy, numeracy and creativity** across all areas of study and values **hard work, kindness** and a **commitment** to lifelong learning.

### Principles:

- Excellent teaching delivered by teachers with a deep knowledge of their subject.
- High expectations at all times and a belief that all students can meet those expectations.
- A strong focus on academic achievement and qualifications.
- Appropriate and bespoke support for students on the SEND and EMA registers.
- An emphasis on the development of Oracy and Articulation across all areas of the curriculum.
- An opportunity for all to study classical subjects accessing the cultural capital this provides.
- A large and vibrant extracurricular offer which provides a huge range of opportunities developing the character and personal well-being of students.
- Using the latest technologies as teaching tools to enhance the learning experience for the student both at school and when they are learning at home.
- A flexible curriculum which allows students to follow their talent and interests as well as providing extra support and challenge.

### Curriculum Design:

- A broad and experiential KS3 curriculum (Science, Maths, English, Art, Classics, Citizenship, Computer Studies, Drama, French, Food, German, Geography, History, Latin, Music, Oracy, Resistant Materials, Physical Education, Philosophy and Religious Education, Spanish, and Textiles) which stimulates students curiosity and allows them to discover their passion and talent.
- A wide range of GCSE and Vocational options delivered over a 3 year KS4, to enable students to develop the deep understanding needed to be successful in GCSE examinations and beyond. As well as allowing the time for truly academically enriching activities, students have the opportunity to choose the subjects for which they have a passion, not limited by predefined subject combinations. Starting in Year 9 enables students a term to review their choices and make changes where appropriate.
- At KS3 and 4 a wide range of timetabled support lessons (support for learning, curriculum enrichment, study plus and the stretch curriculum) are used flexibly to support students with particular needs to access the curriculum and challenge the students to achieve their full potential.
- A 6<sup>th</sup> Form that offers the widest possible range of A-level courses including all the facilitating subjects, so that students can specialise in the areas which interest them.
- A two year curriculum plan at KS5 to allow time for students to develop a deep knowledge of their chosen subjects, with all students encouraged to start on 4 A-levels to maintain breadth.
- Baseline data and a personal knowledge of the student used to produce lessons that will stimulate and engage them enabling students across the academic spectrum to be challenged and stretched.
- Assessment strategically planned into schemes of work enabling teachers to give high quality feedback to students and parents and using the student/parent/school partnership to support the development of the student.
- Curriculum time is used in all key stages to deliver Citizenship, PSHE and Philosophy and Religious education to develop students with modern British values which are further developed through every area of the curriculum and in all aspects of school life.
- A huge extracurricular offer including Duke of Edinburgh, Young Enterprise, Peripatetic music lessons, Jack Petchy speak out challenge, UKMT challenge, GCSEs in Ancient Greek, Astronomy and Dance, Orchestra, music groups, sporting clubs and teams, large whole school drama productions and visits within and outside of the school day.
- Students encouraged to be truly independent learners. They have access to the library, IT rooms, Sport and Arts facilities at the beginning and end of the normal school day as well as learning resources in our highly developed virtual learning environment.

The curriculum is regularly evaluated in order to ensure that it meets the needs of our learners' development.



# NOWER HILL HIGH SCHOOL

<b>Title:</b>	<b>Safeguarding Policy</b>
<b>Date of Review:</b>	<b>October 2018</b>
<b>Date of Ratification by Governing Body:</b>	<b>October 2018</b>
<b>Status:</b>	<b>Statutory</b>
<b>Committee:</b>	<b>Student Committee</b>
<b>Staff Lead:</b>	<b>Deputy Headteacher Student Support</b>
<b>Governor Lead:</b>	<b>Chair of Student Committee</b>
<b>Review Process:</b>	<b>Annual</b>
<b>Location:</b>	<b>Frontier/Staffroom/ Policies &amp; Procedures</b>
<b>Date of Next review:</b>	<b>October 2019</b>

## Nower Hill High School Safeguarding Policy

### Introduction

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff and volunteers should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. All staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should *always* act in the interests of the child.

This Policy is informed by the following:

DfE: Keeping Children Safe in Education, September 2018

Ofsted: Inspecting safeguarding in early years, education and skills settings, August 2016

Serious Crime Act 2015

The Prevent Duty June 2015

LSCB: London Child Protection Procedures 2015

DfE: Use of reasonable force in schools, July 2013

DfE: Working together to safeguard children, July 2018

DfE: Mental Health and Behaviour in Schools, March 2015

Harrow Academies HR Policies

And should be read in conjunction with the following:

Staff Code of Conduct [.POLICIES,PROCEDURES, PUBLISHED DOCS\LO Docs\Code of Conduct 1217.pdf](#)

Whistle Blowing Policy

Medical Protocols

E-safety procedure - [E-Safety Policy.doc](#)

Anti-bullying Policy

Behaviour Policy

Attendance Policy

All in Student Support Guidance: [.Student Support Guidance\Student Support Guidance 2017-18.doc](#)

Health and Safety Policy [.POLICIES,PROCEDURES, PUBLISHED DOCS\NE Docs\NHHS Health & Safety Policy 2017-18.doc](#)

**Safeguarding** and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is one part of safeguarding and promoting welfare, and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm.



## Key Contacts

### (i) Safeguarding and Promoting the Welfare of Children at Nower Hill High School

Role	Name	Telephone	Email
<b>Designated Lead Person for Safeguarding (DSL)</b>	Louise Voden	020 8863 0877	admin@nowerhill.harrow.sch.uk
<b>Deputy DSLs</b>	Sarah MacLeod/Fiona Ward	020 8863 0877	admin@nowerhill.harrow.sch.uk
<b>Designated Lead for Governor for safeguarding</b>	Michelle Weerasekera	020 8863 0877	admin@nowerhill.harrow.sch.uk
<b>Lead for Looked After Children</b>	Louise Voden	as above	as above
<b>Lead for On-line Safety</b>	Ben Ford	020 8863 0877	admin@nowerhill.harrow.sch.uk
<b>Headteacher (for concerns/allegations about staff)</b>	Chris Livesey Louise Voden	020 8863 0877	admin@nowerhill.harrow.sch.uk

### (ii) Key local contacts for safeguarding children

<b>Harrow Children's Social care &amp; Multi-agency Safeguarding Hub (MASH)</b>	<b>'Golden Number': 020 8901 2960</b> Emergency Duty team: weekends, bank holidays and between 5pm and 9am during the week: <b>020 8424 0999</b>
<b>Police</b>	<b>101 or for immediate emergency: 999</b>
<b>FGM – Mandatory reporting</b>	Police on 101
<b>Local Authority Designated Officer for Allegations against staff (LADO)</b>	Initial referrals via MASH/Golden Number above <b>Ongoing cases 020 8736 6435</b>
<b>Children and Young People with Disabilities 0-25 years</b>	<b>020 8966 6481</b>
<b>Local multi-agency procedures, guidance and Training: Harrow Safeguarding Children Board</b>	<a href="http://www.harrowlscb.co.uk">www.harrowlscb.co.uk</a>
<b>NSPCC</b>	0800 800 5000
<b>Childline</b>	0800 1111
<b>Government's Whistle-blowing service via NSPCC Report Line</b>	0800 028 0285
<b>Child &amp; Adolescent Mental Health Service</b>	020 8869 4500

## The school commitment

We are committed to safeguarding and promoting the welfare of all our students. We maintain an attitude of **'it could happen here'** at all times where safeguarding is concerned and will always act in the best interests of the child when we are concerned about their welfare. We recognise that some children may be especially vulnerable to abuse and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance. We reflect our commitment to safeguarding in the school's mission, which states that we aim to enhance the future life chances of all of our students and in our school objectives, which pledge high quality student support.

## Staff and Governor training

We will ensure that every member of staff and every Governor receives annual safeguarding training at the start of the year in line with Part One of Keeping Children Safe in Education (KCSIE) September 2018, so that all members of the school community are aware of their responsibility towards safeguarding and confident to deal with situations when they arise. Staff who are new to the school will receive training at different points throughout the year, dependent on when they join. All Designated Teachers will be trained to Level 3 and will undergo refresher training at 2 yearly intervals, in addition to which it is expected that they will keep abreast of all safeguarding issues which emerge that are relevant to their roles. All members of staff will be issued with a link to KCSIE 2018 and instructed to read at least Part One of the guidance.

## Safer recruitment and selection

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks. In addition, the school will ensure that its Single Central Record is meticulously maintained. The Chair of Governors, all members of the Senior Team and a number of middle managers have undertaken Safer Recruitment training. All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate. Full guidance with regard to recruitment can be found in the Harrow Academies HR Policies.

[Policieshttps://fronter.com/harrow/links/files.phtml/224289670\\$727045282\\$/Resources/Policies+and+Procedures/Harrow+academies+HR+policies+2017-18.pdf](https://fronter.com/harrow/links/files.phtml/224289670$727045282$/Resources/Policies+and+Procedures/Harrow+academies+HR+policies+2017-18.pdf)

## School Procedures

We will comply with DfE guidance on 'Keeping Children Safe in Education' at all times. We have 5 designated members of staff: 4 Assistant Headteachers Student Support (**Sarah Macleod, Fiona Ward, Chris Stratton, Bruce Wooding**) and the Deputy Headteacher, Student Support (**Louise Voden**) who is the Designated Safeguarding Lead for the school. In addition, our Attendance Officer (**Julia Blanshard**) is trained to Level 2 to enable her to make referrals for children with regard to poor attendance at school or for children who are deemed to be missing in education. All parents are made aware of the school's Safeguarding Policy via the website and new parents are given a presentation on 'Appropriate Discipline' during the new Year 7 Parents and Carers' evening, in order to ensure they are clear of our expectations in relation to safeguarding. Our Safeguarding Policy is reviewed annually and all new members of staff given safeguarding training as part of their induction. If any member of staff has a safeguarding concern, they should report it to one of the Designated Teachers **in person or by telephone without delay**. Alternatively, every member of staff is able to make a referral to children's social care themselves, but if they do so, must inform the Designated Safeguarding Lead at the earliest opportunity. **The number for Harrow Children's Services is: 020 8901 2690**

Any member of school staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Leadership Team. Where a staff member feels unable to raise an issue with the Senior Leadership Team or feels that their genuine concerns are not being addressed, other whistle-blowing channels are available:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

[Further information on whistle blowing can be found in the school's Whistle Blowing Policy on page 43 of the Harrow Academies HR Policies.](#)

### **Safeguarding information for students**

All students are aware of a number of staff to whom they can talk in the event of any safeguarding concerns arising. The school is committed to ensuring that students are aware of behaviour towards them which is not acceptable and how they can keep themselves safe; this is relayed to students through the Personal Development Programme delivered during form time, assemblies and Citizenship lessons. Student planners carry specific information on e-safety and there are 'Helping Hands' posters around the school and on every Form room board telling students who they can go to if they have a problem; however, students should be reassured that every member of staff in the school is trained in safeguarding, and are therefore encouraged to approach any member of staff with whom they feel comfortable to discuss any concerns.

### **The Headteacher's responsibility**

The Headteacher will ensure that the Safeguarding Policy adopted by the Governing Body is fully implemented and followed by all staff. In addition, he will ensure that sufficient resources and time are allocated to enable the Designated Teachers to discharge their responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies. The Headteacher, along with the DSL, also plays a key role in the managing of allegations against staff and volunteers.

### **The Designated Safeguarding Lead's responsibility**

The Designated Safeguarding Lead, **Louise Voden**, will take responsibility for all child protection referrals and ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern. She will be responsible for ensuring all referrals are completed in a timely manner and followed up to ensure the well-being and safety of the child. If after a referral the child's situation does not appear to be improving, she will press for re-consideration to ensure all concerns have been addressed. The Deputy Headteacher for Student Support, who at Nower Hill is also the Designated Safeguarding Lead, will take responsibility for investigating and referring where necessary, in agreement with the Headteacher, to the Local Authority Designated Officer (LADO), any allegations against a member of staff. If the allegation concerns the Headteacher, this will be referred to the Chair of Governors. An allegation against the Chair of Governors should be reported directly to the LADO. The LADO position for Harrow is shared by:

**Sharon Spencer**  
**020 8736 6435**  
[spencer.sharon@harrow.gov.uk](mailto:spencer.sharon@harrow.gov.uk)

**Janice Miller**  
**020 8736 6435**  
[janice.miller@harrow.gov.uk](mailto:janice.miller@harrow.gov.uk)

Please note that Sharon Spencer's working days are Wednesday, Thursday and alternate Tuesdays. Janice Miller works on Monday, Friday and alternate Tuesdays.

It is recognised that any matter concerning child protection is confidential, and the Designated Safeguarding Lead will disclose any information on a need to know basis only.

All parents will be made aware of the Designated Safeguarding Lead's responsibility with regard to safeguarding referrals when their child starts at the school and of how to raise a concern regarding safeguarding with the school.

## **How can parents/carers raise concerns?**

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact **Louise Voden, 020 8863 0877**, by telephone at the earliest opportunity, or in her absence Sarah Macleod or Fiona Ward.

## **Data Protection**

As a school we will meet our duty to process personal information fairly and lawfully, however in situations where a child is at risk of harm, we will willingly share information with relevant authorities in order to promote the welfare and protect the safety of children.

## **Health and safety**

School Health and Safety procedures reflect the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in the school community. The school has a separate Health & Safety Policy, which can be viewed on the school website. In addition, the school has a full set of safety alert evacuation procedures, which are reviewed annually. This includes evacuation procedures in the event of a fire, bomb threat or weapon attack as well as clear procedures for locking down or locking out in the event of an emergency. This document can be found on the school website under safeguarding.

## **Physical Intervention**

All staff receive behaviour management training when they start at the school, which teaches them the use of de-escalation techniques. Such training is carried out at regular intervals to refresh and update skills for all staff. The school's Physical Intervention Policy acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical intervention must be recorded in the school's log and reported by the Designated Teacher to the LADO. It is understood that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **Attendance**

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The school expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'missing in education'. We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues of forced marriage, female genital mutilation (FGM) and risk of radicalisation.

## **FGM**

Staff should be aware that our students are drawn from a relevant community with regard to FGM and must therefore be alert to the possibility of a girl being at risk of, or already having suffered FGM. There are a range of possible indicators which are shared with all staff through annual safeguarding training; all staff must be mindful and alert to these potential signs. From October 2015, section 74 of the Serious Crime Act will place a statutory duty on schools to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions and in addition could risk criminal conviction. It will be rare for teachers to see visual evidence and they should **not** be examining students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

## **Prevention of Radicalisation**

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation; as a result, in addition to giving e-safety a very high profile in the school, all staff will be trained in preventing and detecting radicalisation; the Headteacher and Student Support Leadership Team will all participate in WRAP training; we will fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the MASH team. In addition to this, the school will ensure that suitable filtering is in place when accessing the internet to protect children from terrorist and extremist material.

## **Child Sexual Exploitation (CSE)**

The school has taken note of recent lessons learned from serious case reviews regarding CSE. CSE involves exploitative situations, contexts and relationships where a young person receives something, for example food, drugs or money, in return for performing and/or others performing on them, sexual acts. It has become increasingly prevalent in recent years and the school will ensure that all students and staff are made aware of the risks of CSE and how to protect themselves/students from it. Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE. The issue of CSE will be addressed through Citizenship, Personal Development Programme and assemblies.

## **Peer on peer abuse**

The school acknowledges that children are capable of abusing their peers and that different gender issues can be prevalent when dealing with peer on peer abuse. We will never tolerate this or pass it off as 'banter' or 'part of growing up'. Examples of such behaviour which must be reported include but are not restricted to: girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. It may be the case that such behaviour will be deemed as bullying and sanctioned in line with the school's Anti-Bullying Policy.

## **Mental Health**

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. In order to help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy. The school will promote through its curriculum and pastoral care health, well-being and resilience. Additionally, the School Nurse, Counsellor and Student Support team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity. The school will make a direct referral to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest. Where parental cooperation and capacity is judged to be appropriate, the school will request that the parent/carer request a CAMHS referral through their GP.

## **Children with special educational needs and disabilities**

The school recognises that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and as such, will maintain an awareness of the barriers that can exist when recognising abuse and neglect in this group of children, for example being more prone to peer group isolation than other children; assuming that indicators of possible abuse relate to the child's disability; and communication barriers. The school will ensure that SEND students are provided with additional pastoral support and that advice and guidance with regard to keeping themselves safe is differentiated according to need.

**Photographs and videos**

At times, we will use photographs and videos of the students on our website and in promotional materials which may be shared with parents, potential parents and the local community. When doing so, we will not use any personal information other than a first name, so that the child cannot be identified.

**Policy Review**

This policy document will be reviewed on an annual basis by the Governing Body to ensure it is up to date with current legislation and best practice.

**Policy Author: Louise Voden, Deputy Headteacher, Designated Safeguarding Lead**

**Date: 1<sup>st</sup> October 2018**

## **NOWER HILL HIGH SCHOOL**

### **Summary Guidance for School Staff regarding Child Protection Referrals**

#### **Identifying children and young people who may be suffering significant harm**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

#### **Definitions**

As in the Children Act 1989 and 2004, a **child** is anyone who has not yet reached his/her 18<sup>th</sup> birthday.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- **Development** means physical, intellectual, emotional, social or behavioural development;
- **Health** includes physical and mental health;
- **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

#### **Indicators of Abuse and Neglect**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not



solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Taking action to ensure that children are safe at school and at home**

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with a designated teacher with responsibility for child protection (or the Headteacher in the absence of a designated teacher) prior to any discussion with parents.

#### **Child protection concern may have come from:**

- something the child has said or done;
  - an injury that is apparent;
  - the appearance of the child;
  - behaviour that is observed;
  - concerns that have accumulated over time;
  - the attitude or behaviour of parents or carers;
  - comments made by others about the child or parent/carer.
1. **The information should be recorded immediately** by the person directly involved, and also information regarding anyone else who was present or witnessed it. It is important to record the time and date and sign it.
  2. The member of staff concerned should **seek out one of the designated teachers** - Louise Voden, Deputy Headteacher Student Support, Bruce Wooding, Assistant Headteacher Inclusion, Sarah MacLeod, Assistant Headteacher Student Support, Fiona Ward, Assistant Headteacher Student Support, Chris Stratton, Assistant Headteacher Head of 6<sup>th</sup> Form immediately, or, if not possible, Chris Livesey, Headteacher. This should be done without delay and to give Children's Services time to take appropriate action, if required, before the end of the school day.
  3. **The designated teacher will make a referral to Children's Services (Referral & Assessment Team (020 8901 2690)** if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed with a written report. Referrals about stranger abuse will be made to the Police.
  4. The referrer should be prepared to discuss or **provide information about the following:**
    - the evidence basis for the referral;
    - details of the child and family background;
    - accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have;
    - information regarding whether contact has been made with the parents/carers.
  5. A social worker will then make further enquiries about your concerns and may come to school to see the child.

6. Only minimum discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion:
  - leading questions should not be asked;
  - consideration as to their age and understanding;
  - consider what additional information the child may offer;
  - the child should be informed of what action is being taken and **should not be assured about confidentiality** when this cannot be guaranteed;
  - the child should be assured of continued support from staff;
  - the child should be reassured that they have done the right thing in reporting the concern.
7. If the child protection concerns are supported by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.
8. Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at a child protection case conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.
9. A social worker should ask the school to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e 7 working days from the referral.)

